

Course: Design Thinking  
 Term: Spring 2018  
 Meeting time/place: Mondays & Wednesdays, 1:15PM - 2:30PM / Room 900  
 Instructor: Eliot Gattegno (E-mail: eg132@nyu.edu)  
 Office hours: By appointment via e-mail.

### Course Description

Design Thinking is a novel approach to problem-solving that can be applied to any discipline. It is used to rapidly develop concepts, products, services, strategies, and systems that are both innovative and responsive to user needs and desires. In this course, we will deepen your knowledge of market research to understand and explore different approaches to new product design and market introduction using design thinking. Throughout we will delve into the conception, design, planning, and forecasting phases of new product design and market introduction. In addition, we will seat this in the larger context of the firm and its strategies for development and growth.

### Course Objectives and Learning Outcomes

Course Objectives (COs)	Learning Outcomes (LOs)
Understand the user-centered and product-centered pathways for innovation.	<p><u>Pathways of Innovation</u>: Define and recognize routes to innovation</p> <p><u>New Product Design</u>: Utilize methods for approaching new product development.</p> <p><u>Customer-centricity</u>: Develop market research approaches for understanding customer needs.</p>
Evaluate the competitiveness and market appeal of a new product entrant.	<p><u>Competitive Product Value</u>: Evaluate product feasibility and competitiveness.</p> <p><u>Product/market fit</u>: Analyze product-market fit</p> <p><u>Lean Startup Methodology</u>: Apply lean startup methodology including hypothesis testing and development.</p>
Understand the meaning of a brand and its relationship to firm goals	<p><u>Brand-meaning</u>: Analyze how a brand is constructed, and what it means.</p> <p><u>Brand-architecture</u>: Identify and explain how a particular brand relates to its parent firm.</p> <p><u>Purpose-strategy</u>: Evaluate how corporate social responsibility relates to the firm's positioning and brand.</p>
Develop and evaluate a forward-looking go-to-market strategy	<p><u>Growth-strategy</u>: Identify possible firm trajectories and develop forward-looking goals.</p> <p><u>Go-to-market Strategy</u>: Use a firm's strategy to generate marketing tactics</p> <p><u>Product Success Metrics</u>: Develop analytics and benchmarks for evaluating present product success and growth.</p>

Assignments Schedule of Assignments	Lesson Introduced (e.g. 02.2)	Lesson Due After (e.g. 04.1 + 2 days)	Weight of scores on assignment
Survey / Interview User Insight Exercise	1.1	3.2 + 2 days	1
Consumer Behavior Exercise	4.1	6.2 + 2 days	1
Innovation Pitch: In-class Presentation	10.1	14.2 + 0 days	1
Innovation Pitch: Slide Deck	10.1	14.2 + 2 days	2

### Survey / Interview User Insight Exercise

The purpose of this assignment is to give you some practical experience in trying out some of the customer research methods and philosophies related to identifying customer needs. You will be conducting a “design thinking”- style individual interview, and designing a survey to get feedback on a product idea or ideas. Later in the course, you will be asked to create a pitch deck and a video introduction for a new product/service. This assignment is an opportunity to lay the groundwork for an idea you will develop throughout this course.

1. Come up with a product or service idea. Make sure you apply what you learned when reading Paul Grahams’ article *How To Get Startup Ideas*. Especially note the opening paragraph: “The way to get startup ideas is not to try to think of startup ideas. It’s to look for problems, preferably problems you have yourself. The very best startup ideas tend to have three things in common: they’re something the founders themselves want, that they themselves can build, and that few others realize are worth doing. Microsoft, Apple, Yahoo, Google, and Facebook all began this way.”
2. Create a survey of 6 (or more) questions to get feedback on your idea, and administer it to at least 5 people. It would be a good idea to read *Why You Only Need to Test with 5 Users* by Jakob Nielsen just before you begin your assignment. Make sure that at least one question helps you think about demand for your product (e.g. perceived value, interest, willingness to pay, etc.) Note: You must find people who are not in this class to complete your survey.
3. Refine your idea based on the results of the survey.
4. Conduct an interview with five people based on the principles and methods found in Design Thinking to further evaluate your idea. These five people must be different than the people that previously completed your survey. Note: You must find people who are not in this class to interview.
5. After you have completed these steps, think critically about what you did, or did not take away from this process. Innovation: Did the feedback support your idea? Based on what people said, how would you adapt your idea? Practice: What was difficult to do? What was easy? Why? How informative do you think the information from these methods was (or could be)? Which method would you start with and/or use to test your ideas if you were starting your own business?

**To Turn In:** You will need to turn in a summary of your efforts, plus a copy of your survey questions precisely how you gave them to your subject. This summary should be in the below format and only needs to respond to the questions below. Note, this is not in the form of a report/paper and does not need to introduce the problem you are solving. Only respond to the following.

- a) Introduce your idea for the new product.
- b) Present the data from your surveys, averaging responses across individuals. Discuss what you might take away from these answers about the strengths and weaknesses of your idea. Furthermore, discuss whether there are questions you would add or delete if you ran this survey again at scale.
- c) Present the data from the interview, describing who you spoke with, a few of the questions you asked, and summarizing the insights that you drew that are related to your product idea.
- d) Present a 2-3 paragraph summary that addresses the theory and practice questions listed in point 5 of the

assignment above.

Please consider employing design thinking techniques by visualizing your data, telling a story with it, and empathizing with your user, which in this case is the professor.

### **Consumer Behavior Exercise**

The purpose of this exercise is to broaden your understanding of consumer behavior by bringing you face-to-face with a customer. The first step is to find a person who is not a member of this course, and who has recently bought a product or service of the kind defined in your assigned group letter\*. This customer could be an institutional/industrial buyer if you prefer.

Your assignment is to conduct a depth interview of about 30-60 minutes in length with this customer. The goal of the interview is to understand the decision process that governed the purchase of this product or service in terms that can be useful to a marketing manager.

The list of questions (below) in the assignment is intended as a broad guide around which you can structure your depth interview. It is not to be followed dogmatically. Nor is it complete and exhaustive of the types of questions you need to ask, or the level of detail for which you need to probe. Rather you should try to stimulate a lively and open discussion around these key question areas from which you can: (a) develop a deep understanding of the purchase decision process; and (b) surface the factors, in the environment and in the customer's psyche, that really determined why the customer acted the way s/he did.

**To turn in:** Report briefly and concisely on your key insights by summarizing your thoughts in writing (500-1000 words).

### **General Discussion Areas for Your Interview**

**Your task is to audit the choice process.**

**Who was the decision making unit?**

- Who bought the product or service?
- Identify all those who played a role in the decision process. What role did they play?

**What motivated the purchase?**

- What problems did the product/service solve? What functions would it facilitate?
- What attributes seemed important?

**Characterize the decision.**

- Was it a first-time decision? A review of a previous decision? A careful decision? A casual decision?
- Was the amount of deliberation appropriate to the decision?

**Characterize the decision-making process.**

- What triggered the process?
- Was there an information search? How was the search conducted? How much information was collected? What sources were used? When in the process was information gathered?
- How many alternatives were evaluated? Why those?
- How was the final choice determined?

**Where did the consumer buy?**

- Why there?
- Which came first: where to buy or what to buy?

\*Note that you will be assigned a group letter in class and given the type of product or service in class.

**Innovation Pitch: Slide Deck + Pitch Presentation**

As your final assignment, you will prepare a 10-minute presentation, including some time for Q&A as if you were pitching a startup to an interested venture capital (VC) investor. The purpose of this assignment is to allow you to integrate the ideas, skills, and information learned in the class. Thus, I am asking you to use your knowledge in a manner appropriate for real world applications.

You should use one of the ideas for goods and/or services that you explored in earlier assignments, or any other idea that you wish, including one that has come up during the presentation of the class. You may not copy an existing business and/or product offering (though extensions or improvements to existing products are fine.) If you are choosing to extend an existing product, you will need to consider how this fits into the larger perspective of the firm and/or brand, including product portfolios. You may also come up with a blue-sky product for which the technology does not yet exist (e.g. a flying car) but would still be held responsible for describing realistic business elements around the plan for this product.

**Presentation guidelines:**

Your presentation should include no more than 8 presentation slides, but you may create up to 4 more “supplemental” slides in the deck to use in answering questions and for the instructor to grade when you turn them in. Your presentation should identify, among other things:

- The product/service that you have for sale
  - o Will it be initially offered as an MVP?
  - o What are the steps between the first MVP and the final product you aspire to?
- What value this product offers in a competitive space (and/or what problem it solves)
- The evidence you have and/or would collect to demonstrate the item’s value.
- An explanation/description of your target market and a justification of product-market fit.
- An estimate of the kinds of resources this firm would need to succeed
- A price estimate that takes costs into account
- A customer acquisition plan.
  - o How would you communicate with your customer?
  - o Where that customer would buy this product/service (e.g., through a publicly accessible web site, storefront, responses to direct mailings, etc.)?
- Possible barriers, limitations, and performance cut-offs.
- Planned success metrics
- Next steps and/or growth plans

You may also consider addressing other elements of the class discussions, such as CSR considerations or branding as appropriate to the specific product you choose.

Presentations will take place in-class, with presentations occurring in a randomly assigned order. The instructor and your classmates will act as your “VC” audience, and will be able to ask at least 2-3 questions about your ideas and analyses. After you have given your pitch, create a “conclusion” slide that includes at least one insight gained from having gone through the pitch and receiving feedback from the audience. Your deck to turn in will therefore include your presentation slides, the support slides, and the conclusion slide. This must be turned in to the course instructor by e-mail within 48 hours of the final class.

All assignments will be scored on course Learning Outcomes. For more information, see the “Assessment” section below.

As business students, your communication skills are crucial — I want you to write well and to that end I expect that your written work is clear, concise, and not only proof-read but iterated with multiple drafts. To that end here are some reminders about writing a strong paper.

Communication is about conveying your ideas to someone else. Your job is to not only have good ideas but make sure they are understandable. Think about communication as an exercise in lowering the attentional transaction costs for the reader/listener. Clear writing is about doing everything you can to make the reader’s life easy so that they can see why your ideas are strong. As business majors, your communication skills are crucial — we want you to write well, and to that end, we expect that your written assignments are clear, concise, and not only proof-read but iterated with multiple drafts. To that end, here are some reminders about writing a strong paper.

- Do not distract from your ideas with weird formatting, bad, typos, or a confusing structure. Outline your ideas. Use Grammarly. Proofread. Be clear about your main points; tell your audience what you are going to tell them, tell them, and then tell them what you told them.
- Papers should start with a broad, introductory paragraph that explains what you will be focusing on in your paper. Tell the reader what they should expect before diving into detail about your specific points. In almost all cases, you should try to lay out a specific thesis.
- Know the difference between a roadmap and a thesis: a road map is a brief explanation of your paper’s structure, whereas a thesis tells the reader what your overall point is. Papers need a thesis statement to direct the paper and everything in the paper should be in service of supporting your thesis statement.
- Ensure the paragraphs in the main body of your paper have a topic sentence and stay on topic. Do not meander. The point of paragraphs is to chunk the information for the reader.
- Ensure that each paragraph flows from one to the next. A helpful way to do this is to write down the main point of each paragraph and check that each topic makes a smooth transition to the next topic.
- After you are done writing, double check that your paragraphs are doing what you want them to do. Lead your reader down a garden path so they can see the connections between your ideas. If you find you’ve written down a good idea that is not aligned with your thesis, it is not a good idea for the current paper. Drop it, or revise your thesis so the idea can be included.
- Throughout the body of your paper, support your claims with evidence; any time you say “I believe” or “I think,” it is a red flag for the reader to start looking for why you think or believe those things. It is ok to have beliefs and opinions but these points should be backed up with evidence.
- Evidence should have citations. Citations must be appropriately formatted. Clear citations build trust with the reader. Do not leave them wanting to find out more but not being able to do so.
- At the end of your paper, tie a nice bow on your ideas. You should remind the reader of your thesis, you should briefly summarize your strongest evidence, and then you should end with a broad statement about the importance of your ideas. The conclusion is not the place to include new information. Instead, think of it as your “sail off into the sunset” moment. It is your chance to remind the reader why the time they spent reading your work was worth it.

## Required Texts

See links to readings under schedule of topics and readings. All texts are available online and free of charge.

## Schedule of Topics and Readings

### Unit #1: Creativity, Innovation, and Pathways for Developing New Products

Product design is integral to the company, it is the market representation of a firm's value proposition, and the way that the firm creates value for their customers. This unit introduces the frameworks, issues and pitfalls related to new product design for both small and large firms. It offers processes for considering new product design both in terms of customer-based design and product-based design.

Class Session/Date	Topic	Learning Outcomes and Readings
1.1	What is Design Thinking?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>New product design*</u>  <u>Customer-centricity*</u></p> <p><b>Readings, Videos, and other preparation resources:</b>            An Introduction to Design Thinking: Process Guide <a href="https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf?sessionID=573efa71aea50503341224491c862e32f5edc0a9">https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf?sessionID=573efa71aea50503341224491c862e32f5edc0a9</a>            As you read this, try and identify the assumptions about creativity, design, and innovation that underlie design thinking. How "modular" are they--can you adopt them in pieces, or do you need to take on the whole structure?</p> <p>IDEO, an innovative design company. (2013). 60 Minutes. (YouTube) <a href="https://www.youtube.com/watch?v=Gykb6vfKMl4">https://www.youtube.com/watch?v=Gykb6vfKMl4</a>            In addition to the information in this video, look carefully at the IDEO workspaces. Tying to the other readings for the session, how important is environment as an element in making this type of innovation philosophy work?</p> <p>The Bootcamp Bootleg. IDEO. <a href="https://dschool.stanford.edu/s/METHODCARDS-v3-slim.pdf">https://dschool.stanford.edu/s/METHODCARDS-v3-slim.pdf</a>            The bootleg reading offers extensive information on several methods and perspectives that inform design thinking and IDEO's work. Don't focus on memorizing each one; rather, consider the philosophy they embody. Select a few examples that seem compelling and think about how and why a company would engage in those.</p> <p>Situation Analysis (n.d.). In <i>Wikipedia</i>. Retrieved from <a href="https://en.wikipedia.org/wiki/Situation_analysis#5C_Analysis">https://en.wikipedia.org/wiki/Situation_analysis#5C_Analysis</a>            The 5Cs are a framework that covers concepts we discussed throughout the Major Core classes. Please read this very brief overview and think about how the 5Cs could interface with design thinking.</p> <p><b>Study Guide</b></p>

		<p>IDEO's Design Thinking has been one of the most influential philosophies and process in the new product development and innovation space for the last decade. Make sure you can describe:</p> <ul style="list-style-type: none"> <li>• the tenets of design thinking</li> <li>• the kinds of methods and practices that IDEO (and Stanford , Harvard, and much of Silicon Valley) promote for innovation.</li> </ul> <p>While you are doing the readings, think about how a company creates value. A helpful framework is the "Five C's" (Customer, Company, Competitors, Collaborators and Context), which we covered throughout the Major Core courses and are reviewed in a brief <i>Wikipedia</i> article. How could you integrate design thinking with this framework?</p>
1.2	What is the importance of needs identification and product development?	<p><b>Learning Outcomes</b>  <u>Customer-centricity</u>  <u>New product design</u></p> <p><b>Readings, Videos, and other preparation resources:</b>              Graham, P. (2013). Do things that don't scale.  <a href="http://paulgraham.com/ds.html">http://paulgraham.com/ds.html</a>              In this article, Paul Graham explains why he believes that startups should do things that do not scale. Focus on identifying the aspects of his claims that are relevant for brand management.</p> <p>Cooper, B. B. (2013). <i>The science of great ideas—how to train your creative brain</i>.  <a href="https://www.fastcompany.com/3022519/the-science-of-great-ideas-howto-train-your-creative-brains">https://www.fastcompany.com/3022519/the-science-of-great-ideas-howto-train-your-creative-brains</a>              In this article, Cooper briefly reviews cognitive science research about idea generation and creativity. Focus on how Cooper operationalizes creativity and her suggestions for how creativity can be cultivated.</p> <p>Price, J. D. (2013). Twelve essential questions you need to ask before launching a big new idea. Business Insider. <a href="http://www.businessinsider.com/essential-startup-questions-2013-1">http://www.businessinsider.com/essential-startup-questions-2013-1</a>              This article reviews Price's "Launch Lens," a customer-centric product development framework. Make sure you understand the twelve questions that Price asks and consider whether any of them are redundant and whether there are additional questions that should be included.</p> <p><b>Study Guide</b></p> <p>As you do the readings, think about how they tie into concepts you learned in other business courses. Which concepts make a reappearance? Which concepts are novel?</p> <p>Review the syllabus and come to class prepared to explain the flow of course topics and any questions you may have about the course.</p>

2.1	How is creativity fostered in business settings?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u><i>Pathways of innovation*</i></u></p> <p><b>Readings, Videos, and other preparation resources:</b>                      Bharadwaj, S., &amp; Menon, A. (2000). Making innovation happen in organizations: individual creativity mechanisms, organizational creativity mechanisms or both?. <i>Journal of product innovation management</i>, 17(6), 424-434.  <a href="https://www.researchgate.net/profile/Sundar_Bharadwaj/publication/229550313_Making_Innovation_Happen_in_Organizations_Individual_Creativity_Mechanisms_Organizational_Creativity_Mechanisms_or_Both/links/5710ea2208aeff315b9f6cfb.pdf">https://www.researchgate.net/profile/Sundar_Bharadwaj/publication/229550313_Making_Innovation_Happen_in_Organizations_Individual_Creativity_Mechanisms_Organizational_Creativity_Mechanisms_or_Both/links/5710ea2208aeff315b9f6cfb.pdf</a>                      The paper introduces the tension between the importance of individual creativity and having an organization that fosters creativity. Focus your attention on the Introduction and Discussion sections. You should be able to discuss the hypotheses and how the findings do or do not support them. The analyses themselves can be treated as a useful reference section for understanding how the hypotheses are tested, but are not necessary to master for the class.</p> <p>Amabile, Teresa M., and Julianna Pillemer. "Perspectives on the Social Psychology of Creativity." <i>Journal of Creative Behavior</i> 46, no. 1 (2012): 3–15.  <a href="https://dash.harvard.edu/bitstream/handle/1/9349326/Perspectives_Soc%20Psych%20of%20Cre_Amabile-Pillemer_JCB_v07_12%2011%2011.pdf?sequence=2">https://dash.harvard.edu/bitstream/handle/1/9349326/Perspectives_Soc%20Psych%20of%20Cre_Amabile-Pillemer_JCB_v07_12%2011%2011.pdf?sequence=2</a>                      This paper reviews the push to develop the science of creativity (in business settings) in ways that build on social psychology. In this reading, consider *why* the authors feel it is important to explicitly draw social psychology into the discussion of creativity. Be able to discuss the tradeoffs between intrinsic and extrinsic motivations in this domain.</p> <p>Schwab, K. (2017) IDEO studied innovation in 100+ companies - Here's what it found. Co.Design. <a href="https://www.fastcodesign.com/3069069/ideo-studied-innovation-in-100-companies-heres-what-it-found">https://www.fastcodesign.com/3069069/ideo-studied-innovation-in-100-companies-heres-what-it-found</a>                      Use this article to evaluate some of the company-level strategies that IDEO believes encourage innovation, and consider how they do or do not fit with the priorities of individuals.</p> <p><b>Study Guide</b></p> <p>In preparation for class, use the readings to consider creativity as a starting point for innovation, and to understand the ways that it can be actively fostered and/or encouraged. Consider the following questions:</p> <ol style="list-style-type: none"> <li>1. What motivates people to create and/or innovate?</li> <li>2. Who is “responsible” for creativity in an organization - the individual, the team, the organization?</li> <li>3. What opportunities for innovation do you think these articles miss?</li> </ol>
-----	--	--



2.2	How do you design a new product?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Pathways of innovation</u>  <u>New product design</u>*  <u>Customer-centricity</u>*</p> <p><b>Readings, Videos, and other preparation resources:</b>                      Thomsen, D. (2013) Why Human-Centered Design Matters. Wired Magazine, wired.com. <a href="https://www.wired.com/insights/2013/12/human-centered-design-matters/">https://www.wired.com/insights/2013/12/human-centered-design-matters/</a>                      In this article, Thomsen gives several suggestions for how to cultivate habits that can help create breakthrough product experiences. As you read, try to select the one that you think would be most beneficial.</p> <p>Bayus, B. L. (2008). Understanding customer needs. The Handbook of Technology and Innovation Management, S. Shane, ed., Wiley, West Sussex, UK, 115-141.  <a href="http://maryannfeldman.web.unc.edu/files/2011/11/Contribution-of-Public-Entities_2008.pdf#page=136">http://maryannfeldman.web.unc.edu/files/2011/11/Contribution-of-Public-Entities_2008.pdf#page=136</a>                      This chapter offers a broad introduction to the factors important in understanding customer needs. How would you use the information in the chapter to come up with product ideas? Consider the connection drawn with Maslow's needs - why is (or isn't) this an appropriate way of thinking about how firms can create value for customers?</p> <p>Rosenzweig, S. Tellis, G.J. and Mazursky, D. (2015) Where Does Innovation Start: With Customers, Users, or Inventors? MSI Reports. 15-108  <a href="http://www.msi.org/reports/where-does-innovation-start-with-customers-users-or-inventors/">http://www.msi.org/reports/where-does-innovation-start-with-customers-users-or-inventors/</a></p> <p>Graham, P. (2012). How to Get Startup Ideas. Retrieved from <a href="http://paulgraham.com/startupideas.html">http://paulgraham.com/startupideas.html</a>                      In this article, Graham gives several suggestions generating startup ideas. As you read, try to select the suggestion that you think would be most beneficial.</p> <p><b>Study Guide</b></p> <p>As you do the readings compare and contrast the suggestions for product development. Which suggestions appear in all three readings; which are unique? In your opinion, which reading gives the best advice?</p>
3.1	What are the product-centered ways that firms innovate?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Pathways of innovation</u>*  <u>New product design</u></p> <p><b>Readings, Videos, and other preparation resources:</b>                      Toton, S. (2016) How to Measure the Effectiveness of R&amp;D-Based Innovation. Chemical Materials Now! Elsevier. <a href="https://chemical-materials.elsevier.com/chemical-rd/measure-effectiveness-rd-based-innovation/">https://chemical-materials.elsevier.com/chemical-rd/measure-effectiveness-rd-based-innovation/</a>                      Use this article as a specific example of how the process of research and development could get translated into innovation in a science-based domain.</p> <p>O'Connell, A. (2014) Should Marketing or R&amp;D Have More Power? Harvard Business</p>

		<p>Review.</p> <p>This article lays out one of the central distinctions between research-based innovation and user (or need-based) innovation. Consider which arguments you find more compelling. When would you lean more towards research-based innovation and when would you lean more towards user (or need-based) innovation? Are research-based innovation and need-based innovation in conflict?</p> <p>Srinivasan, S. (2016) What is product line, product mix, line extension, line width, and line depth? LinkedIn. <a href="https://www.linkedin.com/pulse/what-product-line-mix-extension-width-depth-senthilnathan-srinivasan">https://www.linkedin.com/pulse/what-product-line-mix-extension-width-depth-senthilnathan-srinivasan</a></p> <p>This reading gives an overview of the way that new products can be categorized in the context of an existing firm's offerings and competencies. Focus on analyzing the difference between product line, product mix, line extension, line width, and line depth.</p> <p>Petrova, E. (2014). Innovation in the pharmaceutical industry: The process of drug discovery and development. In <i>Innovation and marketing in the pharmaceutical industry</i> (pp. 19-81). Springer New York. (<i>Abstract, Introduction, 2.2, 2.2.1, 2.2.3</i>)</p> <p>This work outlines the innovation process in the pharmaceutical industry. Consider how the process of innovation is different in this space. Drawing upon the Five C's of marketing, consider the difference in "Context" (including the role of government), "Collaborators" and "Company" compared to other forms of innovation. Should this process be considered entirely separately?</p> <p>Robertson, D. (2017) How Gatorade Invented New Products by Revisiting Old Ones. <i>Harvard Business Review</i>. Retrieved from <a href="https://hbr.org/2017/08/how-gatorade-invented-new-products-by-revisiting-old-ones">https://hbr.org/2017/08/how-gatorade-invented-new-products-by-revisiting-old-ones</a></p> <p>This article provides a different view of innovation known as the "Third Way." Focus on how Gatorade innovates around their current product to make it more valuable, rather than incremental improvement of current products, or a radical rethinking of the business.</p> <p><b>Study Guide</b></p> <p>These articles introduce the backbone of the ways that people think about new product development in the context of an existing firm, or specific competencies. As you read through, keep in mind the tradeoffs between what the firm and what the customer wants. Also consider whether the benefits of a product (or research) based approach are, or are not, industry dependent. Consider how you might apply the "Third Way" of innovation of an established firms product line to start a new company of your own.</p> <p><b>Pre-class Work</b></p> <p>Choose one of the following three company categories, and based on the readings,</p>
--	--	--

		<p>think about how you would develop a new product for them. For each, explain why you would, or wouldn't specifically pursue a product line extension.</p> <ol style="list-style-type: none"> <li>1. Consumer packaged goods (e.g. Proctor and Gamble, Unilever...)</li> <li>2. Financial services (e.g. Citibank, Goldman Sachs...)</li> <li>3. Farming equipment/agriculture (John Deere, Monsanto...)</li> </ol> <p>Write out your answer and be prepared to share it in class.</p>
3.2	What are the methods for getting customer feedback?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>New product design</u>  <u>Customer-centricity</u></p> <p><b>Readings, Videos, and other preparation resources:</b>          How to Interview Your Customers. (2013 /updated 2017) Customer Development Labs. <a href="http://customerdevlabs.com/2013/11/05/how-i-interview-customers/">http://customerdevlabs.com/2013/11/05/how-i-interview-customers/</a>          This reading offers a practical guide to one-on-one interviews. As you go through, think about how this relates to the methods offered under the Design Thinking bootleg and what you learned in the Cornerstone and Business Core Classes.</p> <p>Harrison, C. (2007) Tip Sheet On Question Wording. Harvard University Program on Survey Research.  <a href="https://psr.iq.harvard.edu/files/psr/files/PSRQuestionnaireTipSheet_0.pdf">https://psr.iq.harvard.edu/files/psr/files/PSRQuestionnaireTipSheet_0.pdf</a>          This document outlines some of the "best practices" for survey design with links to additional resources. Read through it as background, and keep as a general resource.</p> <p>Access Alliance Research Methods Chart  <a href="http://www.yorku.ca/act/CBR/ResearchMethodsChart.pdf">http://www.yorku.ca/act/CBR/ResearchMethodsChart.pdf</a>          This document outlines some of the "best practices" for survey design with links to additional resources. Read through it as background, and keep as a general resource.</p> <p>Running a Survey vs. a Focus Group: What's the Best Way to Collect Customer Reviews? Survey Monkey. <a href="https://www.surveymonkey.com/mp/running-survey-vs-focus-group-best-way-collect-customer-reviews/">https://www.surveymonkey.com/mp/running-survey-vs-focus-group-best-way-collect-customer-reviews/</a>          Use this as a short but specific reference on comparing customer reviews (individually) versus focus groups. Think about what kinds of product categories would get a specific benefit from focus groups.</p> <p>Cohn, Z. (2013) Case Study : Customer Interview Questions. Liffitt Blog.  <a href="https://blog.liffitt.com/2013/09/11/case-study-customer-interview-questions/">https://blog.liffitt.com/2013/09/11/case-study-customer-interview-questions/</a></p> <p><b>Study Guide</b>          Use this as a short but specific reference on comparing customer reviews (individually) versus focus groups. Think about what kinds of product categories would get a specific benefit from focus groups.</p> <p><b>Pre-class Work</b>          Be prepared to share and improve ideas for your assignment that is due on</p>

		<p>Sunday. You should write out a short introduction into the idea you came up with. You should then identify what goals you hope to accomplish with the data you will collect. Finally, you should be ready to discuss what barriers might exist that will stop you from being able to accomplish your goals.</p> <p>The more complete your assignment is, the more of an opportunity you will have to improve it using feedback from your peers in class.</p>
4.1	What is a minimum viable product?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Pathways of innovation</u>  <u>New product design</u>  <u>Customer-centricity</u></p> <p><b>Readings, Videos, and other preparation resources:</b>                      Brikman, Y. (2016) A Minimum Viable Product is Not a Product, It's a Process. Y Combinator Blog. <a href="https://blog.ycombinator.com/minimum-viable-product-process/">https://blog.ycombinator.com/minimum-viable-product-process/</a>                      Minimum Viable Product (MVP) and Agile Development. Five Talent Blog <a href="https://www.fivetalent.com/minimum-viable-product-mvp-agile-development/">https://www.fivetalent.com/minimum-viable-product-mvp-agile-development/</a>                      Blank, S. (2013) An MVP is Not a Cheaper Product, It's About Smart Learning. Blog : steveblank.com <a href="https://steveblank.com/2013/07/22/an-mvp-is-not-a-cheaper-product-its-about-smart-learning/">https://steveblank.com/2013/07/22/an-mvp-is-not-a-cheaper-product-its-about-smart-learning/</a>                      Illustration of the MVP Process. Attributed to blog.fastmonkeys.com / Spotify design team <a href="http://www.grisanik.com/static/images/47-MVP-cars.jpg">http://www.grisanik.com/static/images/47-MVP-cars.jpg</a>                      Nordstrom Innovation Lab: Sunglass iPad App Case Study (2011) <a href="https://www.youtube.com/watch?v=szr0ezLyQHY&amp;feature=youtu.be">https://www.youtube.com/watch?v=szr0ezLyQHY&amp;feature=youtu.be</a></p>

## Unit #2: Understanding Product Feasibility / Product-Market Fit

"**Product/market fit** means being in a good **market** with a **product** that can satisfy that **market**." - Marc Andreessen. Here we examine the processes needed to understand the market your product would compete in. This includes appropriate research on the receptiveness to your product and defining and finding the market that will be most receptive to your product. It also includes understanding your minimum viable product, and understanding how to test the market in initial stages and going forward.

Class Session/Date	Topic	Learning Outcomes and Readings
4.2	What is product-market fit?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Product/market fit*</u>  <u>Lean Startup Methodology*</u></p> <p><b>Readings, Videos, and other preparation resources:</b>                      Jorgensen E. (2015) Medium / Evergreen. <a href="https://medium.com/evergreen-business-weekly/product-market-fit-what-it-really-means-how-to-measure-it-and-where-to-find-it-70e746be907b">https://medium.com/evergreen-business-weekly/product-market-fit-what-it-really-means-how-to-measure-it-and-where-to-find-it-70e746be907b</a>                      Andreessen, M. (2007) The Pmarca Guide to Startups, Part 4: The only thing that matters. Originally published on blog.pmarca.com. <a href="http://pmarchive.com/guide_to_startups_part4.html">http://pmarchive.com/guide_to_startups_part4.html</a></p>

		<p>How to estimate market size: Business and marketing planning for startups  <a href="https://www.marsdd.com/mars-library/how-to-estimate-market-size-business-and-marketing-planning-for-startups/">https://www.marsdd.com/mars-library/how-to-estimate-market-size-business-and-marketing-planning-for-startups/</a>  Zhuo, TX. (2016) 5 Strategies to Effectively Determine Your Market Size.  Entrepreneur. <a href="https://www.entrepreneur.com/article/270853">https://www.entrepreneur.com/article/270853</a></p>
5.1	What are methods for estimating market responses and perceptions?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Product/market Fit</u>  <u>Competitive Product value*</u></p> <p><b>Readings, Videos, and other preparation resources:</b>  Understanding Perceptual Maps. Marketing Segmentation Study Guide  <a href="http://www.segmentationstudyguide.com/understanding-perceptual-maps/perceptual-maps/">http://www.segmentationstudyguide.com/understanding-perceptual-maps/perceptual-maps/</a>  Kohli, C. S., &amp; Leuthesser, L. (1993). Product positioning: a comparison of perceptual mapping techniques. <i>Journal of Product &amp; Brand Management</i>, 2(4), 10-19.  <a href="https://www.researchgate.net/publication/247619829_Product_Positioning_A_Comparison_of_Perceptual_Mapping_Techniques">https://www.researchgate.net/publication/247619829_Product_Positioning_A_Comparison_of_Perceptual_Mapping_Techniques</a>  Winning with Innovation An Introduction to BASES <a href="http://www.steps-to-excellence.com/the-basics-of-bases-designing-for-simulated-test-marketing/">http://www.steps-to-excellence.com/the-basics-of-bases-designing-for-simulated-test-marketing/</a></p>
5.2	How do people make purchasing decisions about new products?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Competitive product value</u>  <u>Customer centricity</u></p> <p><b>Readings, Videos, and other preparation resources:</b>  Consumer Buying Process <a href="http://www.professionalacademy.com/blogs-and-advice/marketing-theories---explaining-the-consumer-decision-making-process">http://www.professionalacademy.com/blogs-and-advice/marketing-theories---explaining-the-consumer-decision-making-process</a>  AIDA model <a href="http://smallbusiness.chron.com/aida-model-marketing-communication-10863.html">http://smallbusiness.chron.com/aida-model-marketing-communication-10863.html</a>  Lajos, J., Katona, Z., Chattopadhyay, A., &amp; Sarvary, M. (2009). Category activation model: A spreading activation network model of subcategory positioning when categorization uncertainty is high. <i>Journal of Consumer Research</i>, 36(1), 122-136.  Moreau, C. P., Lehmann, D. R., &amp; Markman, A. B. (2001). Entrenched knowledge structures and consumer response to new products. <i>Journal of marketing research</i>, 38(1), 14-29.  <a href="https://www.researchgate.net/profile/Arthur_Markman/publication/240296270_Entrenched_Knowledge_Structures_and_Consumer_Response_to_New_Products/links/0f31753aaf5271fa7f000000.pdf">https://www.researchgate.net/profile/Arthur_Markman/publication/240296270_Entrenched_Knowledge_Structures_and_Consumer_Response_to_New_Products/links/0f31753aaf5271fa7f000000.pdf</a></p>
6.1	How does the decision process unfold?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Customer-centricity</u></p> <p><b>Readings, Videos, and other preparation resources:</b>  Consumer Behavior Exercise A-E.  <a href="https://cb.hbsp.harvard.edu/cbmp/product/596039-PDF-ENG">https://cb.hbsp.harvard.edu/cbmp/product/596039-PDF-ENG</a>  <a href="https://cb.hbsp.harvard.edu/cbmp/product/596040-PDF-ENG">https://cb.hbsp.harvard.edu/cbmp/product/596040-PDF-ENG</a>  <a href="https://cb.hbsp.harvard.edu/cbmp/product/596041-PDF-ENG">https://cb.hbsp.harvard.edu/cbmp/product/596041-PDF-ENG</a>  <a href="https://cb.hbsp.harvard.edu/cbmp/product/596042-PDF-ENG">https://cb.hbsp.harvard.edu/cbmp/product/596042-PDF-ENG</a>  <a href="https://cb.hbsp.harvard.edu/cbmp/product/596043-PDF-ENG">https://cb.hbsp.harvard.edu/cbmp/product/596043-PDF-ENG</a></p>

6.2	How should you choose your customers?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Product/market fit</u>  <u>Competitive product value</u>  <u>Customer-centricity</u></p> <p><b>Readings, Videos, and other preparation resources:</b>              Wind, J., &amp; Bell, D. (2007). Market segmentation. <i>The marketing book</i>, 222.  <a href="https://faculty.wharton.upenn.edu/wp-content/uploads/2012/04/0702_Market_Segmentation.pdf">https://faculty.wharton.upenn.edu/wp-content/uploads/2012/04/0702_Market_Segmentation.pdf</a></p> <p>Simons, R. (2014) Choosing the Right Customer. Harvard Business Review.  <a href="https://hbr.org/2014/03/choosing-the-right-customer">https://hbr.org/2014/03/choosing-the-right-customer</a>              This article outlines a value-driven approach to targeting particular segments. Make sure you understand the perspective, capabilities, and profit potential framework for identifying your primary customer.</p> <p>Homer Creates The Ultimate Car. The Simpsons. (uploaded, YouTube, 2011)  <a href="https://www.youtube.com/watch?v=EHGczDHTDpo">https://www.youtube.com/watch?v=EHGczDHTDpo</a>              This clip from The Simpson's is a humorous take on the product development process. Make sure you understand what pitfalls are highlighted by Homer's ultimate car.</p>
7.1	What are the tenets of lean startup methodology?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Lean startup methodology</u></p> <p><b>Readings, Videos, and other preparation resources:</b>              Blank, S. (2013) Why the Lean Startup Changes Everything. Harvard Business Review. <a href="https://hbr.org/2013/05/why-the-lean-start-up-changes-everything">https://hbr.org/2013/05/why-the-lean-start-up-changes-everything</a>              Eisenmann, T.R., Winig, L. (2011, revised 2012) "Rent the Runway." Harvard Business School Case 812-077,  <a href="http://www.hbs.edu/faculty/Pages/item.aspx?num=41142">http://www.hbs.edu/faculty/Pages/item.aspx?num=41142</a></p>
7.2	When should a company decide to pivot?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Lean startup methodology</u>  <u>Product/market fit</u></p> <p><b>Readings, Videos, and other preparation resources:</b>              McGrath, R. G. (1999). Falling forward: Real options reasoning and entrepreneurial failure. <i>Academy of Management review</i>, 24(1), 13-30.  <a href="https://www.researchgate.net/profile/Rita_Gunther_Mcgrath/publication/246162314_FALLING_FORWARD_REAL_OPTIONS_REASONING_AND_ENTREPRENEURIAL_FAILURE/links/0a85e53b55033737c8000000.pdf">https://www.researchgate.net/profile/Rita_Gunther_Mcgrath/publication/246162314_FALLING_FORWARD_REAL_OPTIONS_REASONING_AND_ENTREPRENEURIAL_FAILURE/links/0a85e53b55033737c8000000.pdf</a>              Andruss, P. (2013) 6 Signs It's Time to Turn Your Startup in a New Direction. Entrepreneur Magazine. <a href="https://www.entrepreneur.com/article/229410">https://www.entrepreneur.com/article/229410</a>              Azar, J. (2013) 14 Famous Business Pivots. Forbes.  <a href="https://www.forbes.com/sites/jasonnazar/2013/10/08/14-famous-business-pivots/#2ccc65da5797">https://www.forbes.com/sites/jasonnazar/2013/10/08/14-famous-business-pivots/#2ccc65da5797</a></p>

### Unit #3: Branding and Company Position

It is possible that a single product represents the entirety of a brand and the associated firm. However, it is far more common that one firm holds multiple products and/or brands. In this section, we explore the integration of branding and value with an

eye to developing brand theory. We tie this to new product development by creating an understanding brand-product fit, and seating product development in the larger context of company goals. We additionally explore messaging and positioning of the firm through product and branding.

Class Session/Date	Topic	Learning Outcomes and Readings
8.1	What is a brand?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Brand-meaning*</u></p> <p><b>Readings, Videos, and other preparation resources:</b>  Keller, K. L. (2003). Understanding brands, branding and brand equity. <i>Interactive Marketing</i>, 5(1), 7-20.  <a href="https://link.springer.com/article/10.1057/palgrave.im.4340213">https://link.springer.com/article/10.1057/palgrave.im.4340213</a>  Willett, M. (2015) Here's the Hierarchy of Luxury Brands Around the World. Business Insider <a href="http://www.businessinsider.com/pyramid-of-luxury-brands-2015-3">http://www.businessinsider.com/pyramid-of-luxury-brands-2015-3</a>  Heath, C. &amp; Heath D. (2011) How to Pick the Perfect Brand Name. Fast Company. <a href="https://www.fastcompany.com/1702256/how-pick-perfect-brand-name">https://www.fastcompany.com/1702256/how-pick-perfect-brand-name</a></p>
8.2	What is brand architecture?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Brand-meaning</u>  <u>Brand-architecture*</u></p> <p><b>Readings, Videos, and other preparation resources:</b>  Branded House or a House of Brands  <a href="https://www.brandmatters.com.au/blog/branded-house-or-a-house-of-brands">https://www.brandmatters.com.au/blog/branded-house-or-a-house-of-brands</a>  Aaker, D. A., &amp; Joachimsthaler, E. (2000). The brand relationship spectrum: The key to the brand architecture challenge. <i>California management review</i>, 42(4), 8-23.  The Clorox Company : Leveraging Green for Growth. Ofek and Barley  <a href="http://www.hbs.edu/faculty/Pages/item.aspx?num=40737">http://www.hbs.edu/faculty/Pages/item.aspx?num=40737</a></p>
9.1	How can firms integrate Corporate Social Responsibility practices in their brands?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Purpose-strategy</u></p> <p><b>Readings, Videos, and other preparation resources:</b>  <a href="http://knowledge.wharton.upenn.edu/article/corporate-americas-new-political-boldness/">http://knowledge.wharton.upenn.edu/article/corporate-americas-new-political-boldness/</a>  <a href="http://knowledge.wharton.upenn.edu/article/mean-brand-point-view/">http://knowledge.wharton.upenn.edu/article/mean-brand-point-view/</a>  Crane, A. (2001). Unpacking the ethical product. <i>Journal of Business Ethics</i>, 30(4), 361-373.  <a href="http://cftn.ca/sites/default/files/AcademicLiterature/unpacking%20the%20ethical%20product.pdf">http://cftn.ca/sites/default/files/AcademicLiterature/unpacking%20the%20ethical%20product.pdf</a></p>
9.2	Can you outsource CSR to a brand?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Brand-meaning</u>  <u>Brand-architecture</u>  <u>Purpose-strategy</u></p> <p><b>Readings, Videos, and other preparation resources:</b>  What is Red? <a href="https://red.org/what-is-red/">https://red.org/what-is-red/</a>  Paczkowski, J. (2016) Tim Cook on Apple's 10th Anniversary Red Campaign Against AIDS. BuzzFeed. <a href="https://www.buzzfeed.com/johnpaczkowski/tim-cook-on-apples-">https://www.buzzfeed.com/johnpaczkowski/tim-cook-on-apples-</a></p>

		<a href="#">10th-anniversary-red-campaign-against-aid</a> Clover, J. (2014) Bono Recounts Fight With Steve Jobs... MacRumors. <a href="https://www.macrumors.com/2014/06/23/bono-ive-product-red-cannes/">https://www.macrumors.com/2014/06/23/bono-ive-product-red-cannes/</a> Reisinger (2017) Apple's Red iPhone has a different name in China. Fortune Magazine <a href="http://fortune.com/2017/03/22/apple-red-iphone-china/">http://fortune.com/2017/03/22/apple-red-iphone-china/</a> Nan, X., & Heo, K. (2007). Consumer responses to corporate social responsibility (CSR) initiatives: Examining the role of brand-cause fit in cause-related marketing. <i>Journal of Advertising</i> , 36(2), 63-74. <a href="http://faculty.mu.edu.sa/public/uploads/1357465948.1069artical%2088.pdf">http://faculty.mu.edu.sa/public/uploads/1357465948.1069artical%2088.pdf</a>
10.1	How does brand and culture influence launching new products?	<b>Learning Outcomes</b> [* indicates first introduction] <u>Brand-meaning</u> <u>Customer-centricity</u>  <b>Readings, Videos, and other preparation resources:</b> Van Everdingen, Y. M., & Waarts, E. (2003). The effect of national culture on the adoption of innovations. <i>Marketing Letters</i> , 14(3), 217-232. <a href="https://link.springer.com/article/10.1023%2FA%3A1027452919403?LI=true">https://link.springer.com/article/10.1023%2FA%3A1027452919403?LI=true</a> Beverland, M. B., Napoli, J., & Farrelly, F. (2010). Can all brands innovate in the same way? A typology of brand position and innovation effort. <i>Journal of Product Innovation Management</i> , 27(1), 33-48. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5885.2009.00698.x/full">http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5885.2009.00698.x/full</a>
10.2	What are the pros and cons of brand extensions?	<b>Learning Outcomes</b> [* indicates first introduction] <u>Brand-meaning</u> <u>Brand-architecture</u>  <b>Readings, Videos, and other preparation resources:</b> <a href="http://www.adweek.com/brand-marketing/best-and-worst-brand-extensions-146966/">http://www.adweek.com/brand-marketing/best-and-worst-brand-extensions-146966/</a> Aaker, D. Brand extensions, The Good, The Bad and the Ugly. MIT/Sloan Management Review <a href="http://sloanreview.mit.edu/article/brand-extensions-the-good-the-bad-and-the-ugly/">http://sloanreview.mit.edu/article/brand-extensions-the-good-the-bad-and-the-ugly/</a> Bellezza, S., & Keinan, A. (2014). Brand Tourists: How Non-Core Users Enhance the Brand Image by Eliciting Pride. <i>Journal of Consumer Research</i> , 41(2), 397-417. <a href="http://www.hbs.edu/faculty/Publication%20Files/Brand%20Tourism%202014_7f44b96c-d2c9-4c7a-ac87-06272c29abad.pdf">http://www.hbs.edu/faculty/Publication%20Files/Brand%20Tourism%202014_7f44b96c-d2c9-4c7a-ac87-06272c29abad.pdf</a>

#### Unit #4: Developing a Go-To-Market and Forward-thinking Strategy

A new product may need to be launched in its final form, or dynamically in a flexible manner. Here we consider the ways of developing a go-to-market strategy that takes both paths into account. Furthermore, we integrate this strategy in the larger context of the company and how it needs to support and/or develop the product through its lifecycle.

Class Session/Date	Topic	Learning Outcomes and Readings
11.1	What are the important considerations in a	<b>Learning Outcomes</b> [* indicates first introduction] <u>Go-to-market strategy*</u>



	go-to-market strategy?	<p><b>Readings, Videos, and other preparation resources:</b></p> <p>Schneider, J. and Hall, J. (2011) Why Most Product Launches Fail. Harvard Business Review. <a href="https://hbr.org/2011/04/why-most-product-launches-fail">https://hbr.org/2011/04/why-most-product-launches-fail</a></p> <p>Go To Market Diagram <a href="https://www.fourquadrant.com/wp-content/uploads/2014/12/Go-to-Market-Strategy-Template-Who-Are-You-Selling-To.jpg">https://www.fourquadrant.com/wp-content/uploads/2014/12/Go-to-Market-Strategy-Template-Who-Are-You-Selling-To.jpg</a></p> <p>Marn, MV. Roegner, EV. and Zawada, CC. (2003) Pricing New Products. McKinsey Quarterly. <a href="http://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/pricing-new-products">http://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/pricing-new-products</a></p>
11.2	What is the product lifecycle?	<p><b>Learning Outcomes</b> [* indicates first introduction]</p> <p><u>Growth-strategy*</u></p> <p><u>Go-to-market strategy</u></p> <p><b>Readings, Videos, and other preparation resources:</b></p> <p>Levitt, T. (1965) Exploit the Product Life Cycle. Harvard Business Review <a href="https://hbr.org/1965/11/exploit-the-product-life-cycle">https://hbr.org/1965/11/exploit-the-product-life-cycle</a></p> <p><a href="http://colleendilen.com/2016/04/27/fads-vs-trends-how-organizations-can-tell-the-difference-and-why-it-matters/">http://colleendilen.com/2016/04/27/fads-vs-trends-how-organizations-can-tell-the-difference-and-why-it-matters/</a></p> <p>Claessens, M. (2015) Product Life Cycle Stages (PLC) - Managing the Product Life Cycle. Marketing Insider. <a href="https://marketing-insider.eu/product-life-cycle-stages/">https://marketing-insider.eu/product-life-cycle-stages/</a></p>
12.1	What are the right measures to track product success?	<p><b>Learning Outcomes</b> [* indicates first introduction]</p> <p><u>Growth Strategy</u></p> <p><u>Go-to-market strategy</u></p> <p><u>Product-success metrics*</u></p> <p><u>Customer-centricity</u></p> <p><b>Readings, Videos, and other preparation resources:</b></p> <p>Knowledge@Wharton (2011) Peter Fader on Customer Centricity and Why It Matters. <a href="http://knowledge.wharton.upenn.edu/article/peter-fader-on-customer-centricity-and-why-it-matters/">http://knowledge.wharton.upenn.edu/article/peter-fader-on-customer-centricity-and-why-it-matters/</a></p> <p>Semick, J. (2016). Data-Driven Product Management: Choosing the Right Metrics for Your Product. Medium.com. <a href="https://medium.com/@jimsemick/data-driven-product-management-choosing-the-right-metrics-for-your-product-5b85352b3500#.hrkqb4mic">https://medium.com/@jimsemick/data-driven-product-management-choosing-the-right-metrics-for-your-product-5b85352b3500#.hrkqb4mic</a></p> <p>Steenburgh, Thomas, and Jill Avery. (2010, revised 2017) "Marketing Analysis Toolkit: Customer Lifetime Value Analysis." Harvard Business School Background Note 511-029, <a href="http://www.hbs.edu/faculty/Pages/item.aspx?num=39156">http://www.hbs.edu/faculty/Pages/item.aspx?num=39156</a></p>
12.2	What kind of planning does a new firm and/or product need to for their future?	<p><b>Learning Outcomes</b> [* indicates first introduction]</p> <p><u>Growth-strategy</u></p> <p><u>Go-to-market strategy</u></p> <p><u>Product-success metrics</u></p> <p><b>Readings, Videos, and other preparation resources:</b></p> <p>Brown, M. Upworthy — What Happens When a Growth Hacker Launches a Media Company. Growth Hackers. <a href="https://growthhackers.com/growth-studies/upworthy">growthhackers.com https://growthhackers.com/growth-studies/upworthy</a></p> <p>Brown, M. Upworthy, Part 2. Growth Hackers. <a href="https://growthhackers.com/growth-studies/upworthy-part-2">growthhackers.com https://growthhackers.com/growth-studies/upworthy-part-2.</a></p>

		<p>Zwilling, M. (2011) Five Smart Exit Strategies. Business Insider  <a href="http://www.businessinsider.com/startup-exits-should-be-positive-and-planned-early-2011-1">http://www.businessinsider.com/startup-exits-should-be-positive-and-planned-early-2011-1</a></p> <p>Bonabeau, E., Bodick, N., Armstrong RW. (2008) A More Rational Approach to New Product Development <a href="https://hbr.org/2008/03/a-more-rational-approach-to-new-product-development">https://hbr.org/2008/03/a-more-rational-approach-to-new-product-development</a></p>
13.1	How do you build the next innovation?	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>Growth-strategy</u></p> <p><b>Readings, Videos, and other preparation resources:</b>                      Chafkin, M. (2007) The Reluctant Entrepreneur.  <a href="http://www.inc.com/magazine/20070701/features-start-up-reluctant-entrepreneur.html">http://www.inc.com/magazine/20070701/features-start-up-reluctant-entrepreneur.html</a>                      Ofek, Elie, and Jill Avery. (2011, revised 2012) "Nanda Home: Preparing for Life after Clocky." Harvard Business School Case 511-134, <a href="https://hbr.org/product/nanda-home-preparing-for-life-after-clocky/an/511134-PDF-ENG">https://hbr.org/product/nanda-home-preparing-for-life-after-clocky/an/511134-PDF-ENG</a>                      Razeghi, A. (2012) How to Avoid the Innovation One-Hit Wonder. Fast Company.  <a href="https://www.fastcompany.com/3002769/how-avoid-innovation-one-hit-wonder">https://www.fastcompany.com/3002769/how-avoid-innovation-one-hit-wonder</a></p>
13.2	In class pitches - final	<p><b>Learning Outcomes</b> [* indicates first introduction]  <u>New product design</u>  <u>Product/market fit</u>  <u>Brand meaning</u>  <u>Go-to-market strategy</u></p> <p><b>Readings, Videos, and other preparation resources:</b>  <a href="https://www.ted.com/talks/david_s_rose_on_pitching_to_vcs">https://www.ted.com/talks/david_s_rose_on_pitching_to_vcs</a></p>

## Assessment

Assessment in this course is based primarily on mastery of the Learning Outcomes for the course. All assignments, as well as class sessions, are graded on Learning Outcomes. Each Learning Outcome has an associated mastery rubric that is based on the following template:

1 (Lacks knowledge)	2 (Superficial knowledge)	3 (Knowledge)	4 (Deep knowledge)	5 (Profound knowledge)
<p><i>(Initiate)</i>                      Does not recall or use the learning outcome when prompted or does so mostly or entirely inaccurately.</p>	<p><i>(Beginner)</i>                      Recalls or uses the learning outcome only somewhat accurately, by partially quoting, paraphrasing, summarizing,</p>	<p><i>(Novice)</i>                      Accurately recalls, uses, paraphrases, summarizes, outlines or reproduces standard or straightforward</p>	<p><i>(Apprentice)</i>                      Demonstrates a deeper grasp of the learning outcome by explaining it, using it to produce a sophisticated, non-</p>	<p><i>(Master)</i>                      Uses the learning outcome in a creative and effective way, relying on a novel perspective (i.e., not one that was in course</p>

	outlining, or applying it, or recalls or uses the skill or concept in ways that fail to address the relevant problems or goals.	examples of the learning outcome and does so in a way that addresses the relevant problems or goals.	standard example, differentiating component parts, or applying critical distinctions, or analyzing relationships between component parts.	materials or is easily located in the relevant literature) to: improve an existing problem-solving technique or create a more effective one; devise a more elegant or beautiful solution than the standard; or produce an unusually clever and effective application.
--	---	--	---	---

### Preparation and Participation

Students will be given a preparatory assessment question in every class session that tests understanding of pre-class readings and other assigned materials. In addition, student participation will be evaluated every class session. Student participation is assessed based on overall contribution to the class and the quality of their response to a participation question given at the end of class.

Preparation and reflection questions are the only forms of assessment that do not use the Mastery Rubric. They are graded instead using this rubric:

X	✓-	✓	✓+
<b>(No response)</b> Does not respond (e.g., does not participate in class; does not answer questions when called on).	<b>(Clearly inadequate)</b> Response is clearly inadequate (e.g., level of participation is passive or cursory; answer is undetailed or mostly inaccurate).	<b>(Neither clearly adequate, nor clearly inadequate)</b> Response is neither clearly adequate nor clearly inadequate. (e.g., level of participation is semi-active; answer is somewhat detailed or partially accurate).	<b>(Clearly adequate)</b> Response is clearly adequate (e.g., student's level of participation is fully active and thoughtful; answer is detailed or accurate).

If a student is not present for the preparatory assessment question or does not participate in class (e.g., is absent without excuse; is not present for the entire class period; does not respond to when called on), an **X** will be assigned (i.e., 'No response'). The grades on each question are converted to a 5-point scale as follows:

Question Assessment	Point Value
X	0
✓-	2.5
✓	3.75
✓+	5

*Note: These point values do not correspond to the mastery rubric scale. A student's two lowest daily preparatory and participation assessment grades will be dropped from the final grade calculation at the end of the semester.*

### Grades

Final grades are based on student's scores on Course Objectives (COs) and their preparatory and participation assessment average (P). Student performance on each CO is a mean of weighted Learning Objective (LO) scores falling under that CO. The weights of particular assignments are listed in the Schedule of Assignments above.

Preparatory and participation assessments are worth 20% of the overall course grade. The remaining 80% is calculated by taking the grand mean of performance on all COs for the course:

$$G = 0.2|P| + 0.8|\overline{CO}|$$

where G is the final numerical score on a scale of 1-5.

### Final Course Grade Calculation

Final course grades will be determined by the following scale:

Grade	A	A-	B+	B	B-	C	D	F
Final Course Score	4 to 5	3.5 to 3.99	3.25 to 3.49	3.00 to 3.24	2.90 to 2.99	2.75 to 2.89	2 to 2.74	<2

### Early Warning Notices

Students have a designated grading review period ending after three weeks. At this time, each student's progress will be reviewed based on these benchmarks to determine course standing. Students not making adequate progress in the course will be contacted and warned.

### Policies

Students are expected to follow guidelines and rules of NYU Shanghai. Academically this includes attending and actively participating in class, timely submission of assignments, adherence to assignment guidelines, and promptly contacting your professor when you are unable to meet a commitment. If a student does not meet one of his or her commitments, he or she is assigned a penalty.

#### How penalties affect final grades

The first two penalties a student accrues, for any reason, are excused. Each penalty beyond the first two reduces the student's numerical final course score by 1%. For example:

A student with 1 penalty and a final earned score of 3.75 will have his or her final course score reduced by 1% to 3.71 and receive a final letter grade of A- rather than an A.

A student with a final earned score of 3.75 and 7.5 penalties will have his or her score reduced by 7.5% to 3.47 and receive a final letter grade B+ rather than an A.

#### Assignment of penalties

The following table summarizes the number of penalties a student accrues for each category described above:

Penalty Type	Penalties Accrued
--------------	-------------------

Excused Absence or Excused Late Arrival	0
Unexcused Late Arrival to Class	0.5
Unexcused Absence	1
Unexcused Late Assignment (up to one week past the deadline)	$0.5 * (\text{weight of the assignment}) * (\text{number of 24 hour periods})$
Missing assignment (not submitted within one week of the deadline)	$3.5 * (\text{weight of the assignment})$

*Details on each category are described below.*

### **Timeliness / Lateness**

A student is considered late if s/he was not present for the entire duration of the class. Missing more than 15 minutes of class in total is counted as an absence. Arriving late results in 0.5 penalties. Students should give themselves adequate time to make sure that they are prepared to start prior to the beginning of class.

### **Absences**

Two categories of formal reasons why students might miss classes on an excused basis: religious holidays or unforeseen, documented emergencies (e.g., serious medical problems or family emergencies) are recognized. For anticipated absences to be excused, students must contact the professor at least 48 hours prior to the session the student intends to miss to determine appropriate documentation when required and arrange to complete makeup work. Documentation may include a letter or email detailing the dates and times of the religious holiday or a letter indicating the date (not the nature) of an upcoming medical procedure, signed by the doctor. Other cases not mentioned should follow this general format. For unanticipated absences to be excused, such as a death in the family or a medical emergency, letters by a suitable authority (clergyman, doctor, peace officer, or a newspaper death notice) must be submitted.

Upon returning from an excused absence, a student must: (a) submit any required documentation to the professor via email; (b) complete and turn in any assignments due; (c) watch the video recording of the class; and (d) write a one-page, single-spaced paper summarizing how the Learning Objectives covered in the class session were applied in the activities, and addressing the following questions:

- What was the most interesting thing you learned from this class session?
- What aspect of the material covered in this session do you want to explore further and why?
- What topic in this session did you find most confusing, and how do you plan to address your confusion?

The deadline for make-up work is defined by the professor, with a minimum of one week from the student's return from the absence. Failure to do this make-up work will result in the absence being unexcused. An unexcused absence will result in a penalty. Students are still responsible for the missed material and will be expected to be prepared for any subsequent work that relies on that material.

### **Preparation and Participation**

Students are expected to prepare for class by completing all pre-class assignments, including readings, videos, and other homework, and are encouraged to use the "Study Guide" to focus their preparations. During class, students are expected to participate actively in all activities and discussions. If a student is present but does not participate in class and does not have a documented reason (e.g. an illness that prevents students from fully participating), the student will be marked as absent by the professor and assigned a penalty, in addition to receiving Xs for preparatory question and participation scores.

### **Late and Missing Assignments**

A graded assignment is "late" if it is submitted after the published deadline (or make-up deadline, for excused absences). A student is assigned a number of penalties equal to half of the weight of the assignment for each 24-hour time period an

assignment is late. Assignments will no longer be accepted for grading one week past the original due date without a proper excuse. At this point the assignment is considered missing. Missing assignments cannot be submitted for grading.

### **Design Thinking Honor Code**

The Design Thinking Honor Code rests on four pillars: honesty, integrity, mutual respect, and personal responsibility. Every Design Thinking student is expected to conduct him/herself with the highest levels of these qualities both inside and outside the classroom. Each student serves as an ambassador to the community for the course. When one student exhibits unflattering behavior inside or outside the university, it reflects badly on every student and the institution as a whole (the public tends not to differentiate between individuals in these situations, and attributes bad behavior to the entire student body). Design Thinking students are citizens of an academic community, the members of which are expected to challenge themselves and one another to achieve greatness — with honesty, integrity, mutual respect, and personal responsibility. Each individual who joins this course commits to follow the Design Thinking Honor Code. Principles inherent in this Honor Code include:

- Students shall treat all members of the community with respect and without malicious intent to ensure that all students share equal opportunities.
- Students shall conduct themselves in a manner that upholds their reputation for honesty and integrity in order to promote an environment of trust.

To assist students in understanding their responsibilities under the Design Thinking Honor Code, the following is a list of conduct pertaining to academic matters that violate the Design Thinking Honor Code. Prohibited conduct includes, but is not limited to the following:

### **Plagiarism**

Knowingly appropriating another's words or ideas and representing them as one's own.  
Use of another's words without acknowledging the source.  
Paraphrasing the ideas of another without clear acknowledgement of the source.  
Falsification or fabrication of a bibliography.

### **Cheating**

Unauthorized collaboration on assignments or examinations.  
Use of unauthorized resources during class and on exams and coursework.  
Use of previously submitted coursework for alternate purposes without prior approval.

**Video Recording Policies**

In order to provide formative assessment of classroom discussion contributions in context, each class session will be video recorded. These recordings will be made available to students enrolled in the recorded class section so that students can view the personalized feedback/assessments written by the professor and later review the class discussion. These recordings are not to be shared/distributed by students without the explicit written permission of the course faculty member and all students in the course.